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ABSTRACT

This document summarizes both the 2000 External Environmental Scan and the 2000 Internal Environmental Scan Report Card for the Los Rios Community College District (LRCCD) (California). LRCCD consists of American River College (ARC), Consummes River College (CRC), and Sacramento City College (SCC). Report highlights include: (1) total headcount enrollment continues to increase in under-18 age groups; (2) 18-20 and 40+ are the fastest-growing age groups of students on LRCCD campuses; (3) enrollment of new high school graduates has increased from 6.5% to 9.3%; (4) a larger proportion of non-white high school graduates is attending the colleges, making up 47% of the total district population; (5) student success measures seem to be down from the previous year, including Grade Point Average (GPA) and persistence measures; and (6) environmental scan indicators show that, on average, new high school graduates who will enter LRCCD colleges in the years to come may be less academically prepared than earlier groups of students and less prepared than students nationwide. (CJW)

Los Rios Community College District
Office of Institutional Research

EXECUTIVE SUMMARY OF
THE 2000 EXTERNAL ENVIRONMENTAL SCAN AND
THE INTERNAL ENVIRONMENTAL SCAN REPORT CARD

KEY ISSUES FOR PLANNING

September 2000

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This is the third in an annual series of *Key Issues for Planning* reports. The report is a summary of the 2000 *Environmental Scan Report Card*, which provides a comprehensive internal review of the District's effectiveness in serving students and the 2000 *Environmental Scan of the Greater Sacramento Area*, which provides a comprehensive look at the external environment of Greater Sacramento. Greater Sacramento refers to the Sacramento-Yolo Consolidated Metropolitan Statistical Area, which includes El Dorado, Sacramento, Placer and Yolo counties. Los Rios serves three of these four counties -- El Dorado, Sacramento and Yolo.

What follows is a comprehensive summary of important findings from these two major reports to serve as *Key Issues for Planning*. The most important findings are:

1. **Total headcount enrollment continues to increase and under 18, 18-20 year olds and 40+ are the fastest growing age groups.** District-wide enrollment at the end of the Fall 1999 semester was 63,752, a 7.3% increase over Fall 1998 and 25.8% over the five-year period (Fall 1995 through Fall 1999). Enrollment of students under 18 grew by 176.0%, those 18-20 by 29.2% and 40+ by 57.3% over the five-year period.
2. **Enrollment of new high school graduates has increased.** The number of 1999 high school graduates in Greater Sacramento increased by 6.5% over 1998, while the number of those graduates enrolling in a Los Rios college increased by 9.3%.
3. **A larger proportion of non-white high school graduates are attending our colleges.** While non-white students made up 36.0% of Greater Sacramento's 1999 high school graduates, they made up 47.4% of the district's Fall 1999 new high school graduate enrollment.
4. **Some student success measures are slightly down from last year.** This includes course success and average GPAs (Fall 1999) and persistence (from Fall 1999 to Spring 2000). An exception to this is degree and certificate awards (1999-2000) which increased by 32.5% from one year earlier. Awards granted in 1999-2000 already exceed the Partnership for Excellence goal for 2005-06. Likewise, preliminary transfer data for 1999-2000 suggest that the number of transfers to UC and CSU most likely increased from the 1998-99 levels.
5. **Environmental Scan indicators suggest that, on average, new high school graduates who will enter our colleges in upcoming years may be less academically prepared than earlier cohorts and certainly less prepared than their counterparts nationwide.** Improving student outcomes when increasing numbers of new at risk students are entering our colleges may easily be the biggest challenge facing faculty and staff in the foreseeable future.

These findings are detailed on the following pages.

Economic Trends

Importance of Monitoring Economic Trends

Community colleges are the higher education segment providing workforce education that is most directly related to the local area economy. Understanding the changing nature of the area's economy is critical to aligning current academic programs as well as developing new academic programs that meet the needs of local business and industry. What follows is a synopsis of the key economic changes in Greater Sacramento important to educational planning in Los Rios colleges.

- * Sacramento County and surrounding areas are expected to see strong employment growth, economic expansion and economic diversification through 2002.
- * Labor market projections to 2002 suggest that the strongest employment growth in Sacramento County will be in the service sector (business and computer-related services, health services and other components such as engineering, accounting, research and management services). This will be followed by strong growth in manufacturing, retail trade, government, construction, F.I.R.E. (finance, insurance and real estate), wholesale trade and, lastly, transportation, communications and public utilities.
- * Occupations most often requiring a two-year degree or more that are expected to see the greatest number of new positions by 2002 in Sacramento County include: computer engineers, systems analysts, general office clerks, registered nurses, receptionists and information clerks, electronic engineering technicians, maintenance repairers (general utility), teacher's aides (paraprofessional), correction officers, electronic engineers, computer programmers, automotive technicians, medical assistants, construction managers, teacher aides/educational assistants and preschool teachers.
- * Last year's report showed that an alarming proportion of the school-age population of Greater Sacramento was at or below the poverty level. This year, two indicators of poverty show that although the proportions of local children receiving free and reduced-cost lunch meals and the proportions who are members of CalWORKs families are declining, they are still high. In 1999-2000, 41.4% of the children enrolled in public schools of the three-county area served by Los Rios received free or reduced-cost lunches (vs. 47.3% statewide), but 21.9% of the children's families were on CalWORKs (vs. 14.3% statewide). Families of one quarter of all public school students of Sacramento County are on CalWORKs.

Economic Trends -- Summary Comments

As this diverse, knowledge-based economy of the region continues to rapidly evolve, it requires workers who must begin their careers with more education than in the past. Moreover, because of the rapid economic changes, this workforce must be provided the opportunity to continually upgrade their education over and over, as skill requirements change on an on-going basis. As such, Los Rios colleges will play a larger role in preparing area residents for work than in the past, if the economy is going to sustain the level of development that is projected to occur. However, expansion of the local economy has not benefited all citizens equally. Data suggest that a fairly high proportion of school-age children in the three-county area served by Los Rios live in poor families; the proportion is higher than the case statewide and even higher than the case for children across the nation.

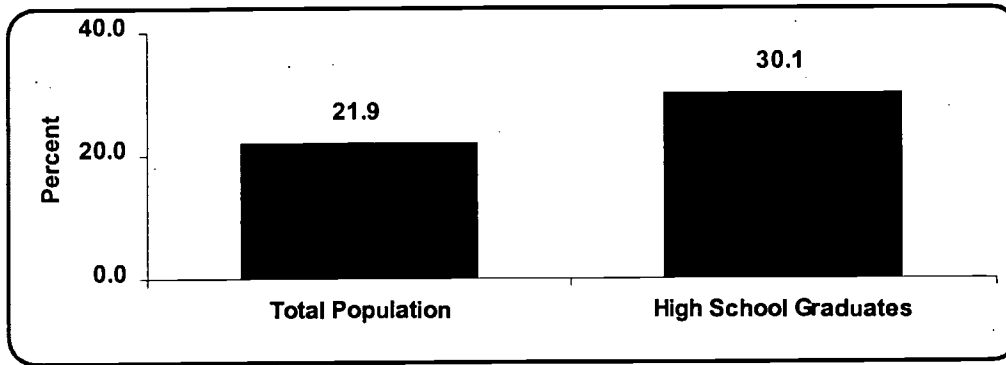
Population Trends

Importance of Monitoring Population Trends

Because Los Rios colleges serve a very defined geographic area, understanding shifts in the population is important for planning efforts to meeting educational needs of area residents. Moreover, understanding increases or decreases by segments of the population helps Los Rios colleges make plans for the ongoing realignment of educational programs and facility development that must constantly occur.

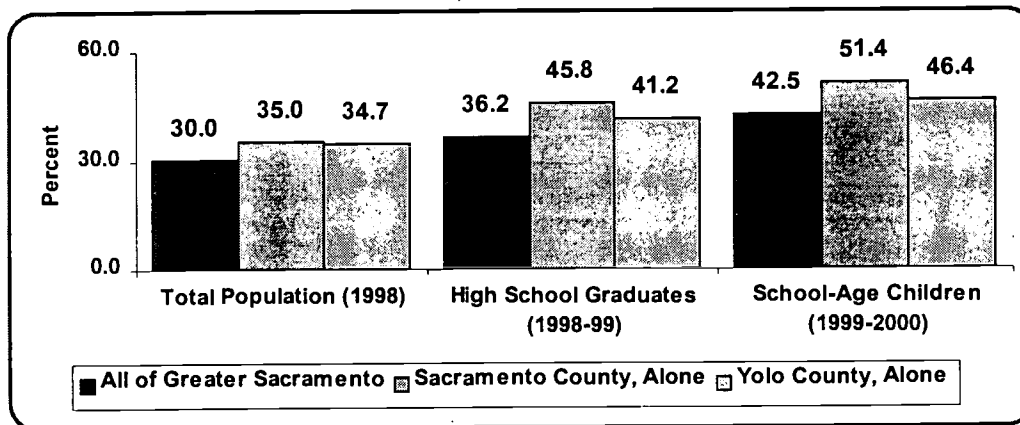
- * Greater Sacramento's 2000 population of 1.76 million has grown by 60.0% since 1981 and is projected to grow to 2.17 million by 2010. Chart 1 shows that the number of high school graduates is projected to increase at a much faster rate. This means that increasing numbers of younger students will be enrolling at Los Rios colleges. Annual growth in high school graduates of the Greater Sacramento Area schools was rather flat (2.2% or less, 1993 through 1996) until the graduating classes of '97 and '98, when growth was 9.6% and 7.4%, respectively. The Class of '99 grew by 6.5%.

Chart 1
Projected Increase in Total Population and High School Graduates in Greater Sacramento: 1999 to 2009



- * Communities expected to grow substantially over the next 15 years include: Franklin-Laguna, Vineyard, Folsom, North Natomas, El Dorado Hills, Elk Grove, South Sacramento, West Sacramento and South Natomas by 2010; Rancho Cordova and Cosumnes by 2015.
- * As the population grows, it is becoming more ethnically diverse. And school-age and high school graduate populations currently in the educational pipeline on their way to Los Rios colleges are where ethnic diversity is most pronounced. Chart 2 shows that ethnic diversity is most pronounced for these populations in Sacramento and Yolo counties, home of 70.9% of Greater Sacramento's high school graduates and 74.5% of its K-12 student population in 1998-99.

Chart 2
Non-White Population as a Proportion of Total Population in Greater Sacramento



Population Trends -- Summary Comments

These data indicate that growing numbers of students will be attending Los Rios colleges, as the population continues its rapid growth. More minorities will be enrolling within the new high school graduate student population, where ethnic diversity continues to become increasingly more pronounced.

K-12 Performance Trends

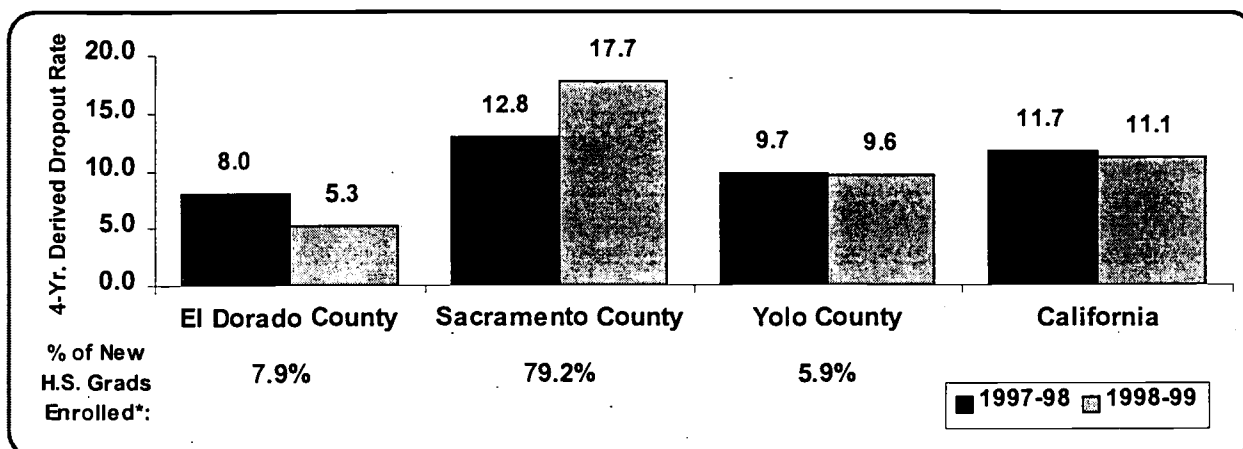
Importance of Monitoring K-12 Performance Trends

Monitoring performance of students in K-12 provides information about the academic preparation of an important segment of the population that will be served by Los Rios colleges. Understanding how well prepared students are in the various K-12 student cohorts helps Los Rios colleges plan ahead for the development of appropriate support services that will meet the educational needs of new high school graduates who eventually enroll.

- * Schools in El Dorado and Placer counties have maintained dropout rates that are much lower than the state averages over the most recent two years for which data are available. Yolo County's rates have been lower than the state's rate but higher than El Dorado County's rate. Chart 3 shows that in 1998-99 Sacramento County schools averaged a dropout rate of 17.7%, up from 12.8% one year earlier. This is particularly alarming since 79.2% of all 1999 high school graduates who enrolled in Los Rios colleges were from Sacramento County schools. Dropout rates should be monitored closely in the future as one of the important indicators of the level of preparation of some students for college level work.

Chart 3

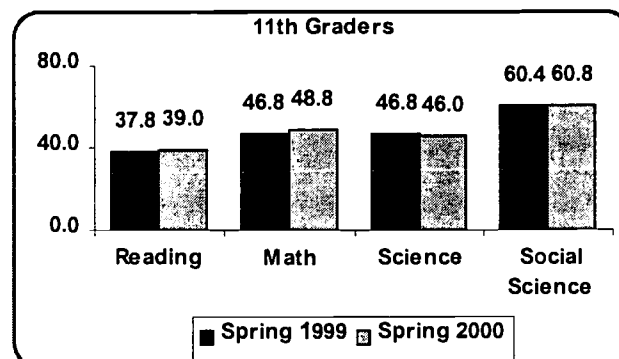
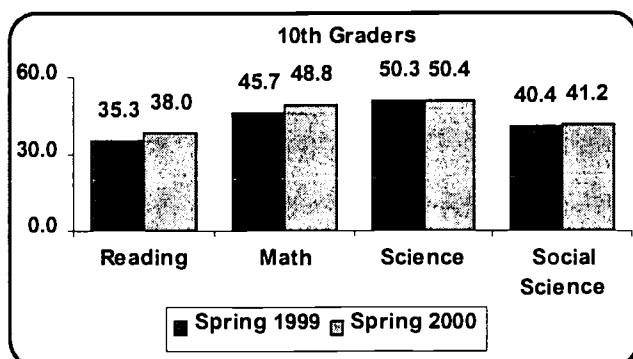
Four-Year Derived High School Dropout Rates in Greater Sacramento and California: 1997-98 and 1998-99



* Of the 1999 graduates who enrolled in LRCCD in Fall 1999 and reported their high school's name, approximately 93% are from high schools in the 3-county area served by the District. The remaining 7% are from high schools outside the 3-county service area.

- * There are two additional indicators that are important in understanding the level of preparation of young public school students who will enter Los Rios colleges in upcoming years. The first indicator is the average score of 10th and 11th grade students on standardized tests administered across the nation. Chart 5 shows that comparative rankings remain relatively the same from Spring 1999 to Spring 2000. In most cases less than half of the local area students perform at least as well as half of the students across the U.S., which is a cause for concern, even though they performed better than the students statewide across all four subject areas. The exception to this is performance by 11th graders in social science where 60.8% of the students scored the same or better than 50% of students nationwide.

Chart 4

Proportion of 10th and 11th graders in the 3-County LRCCD Service Area* Scoring at or above the National 50th Percentile on the Stanford 9 Exam: Spring 1999 and Spring 2000

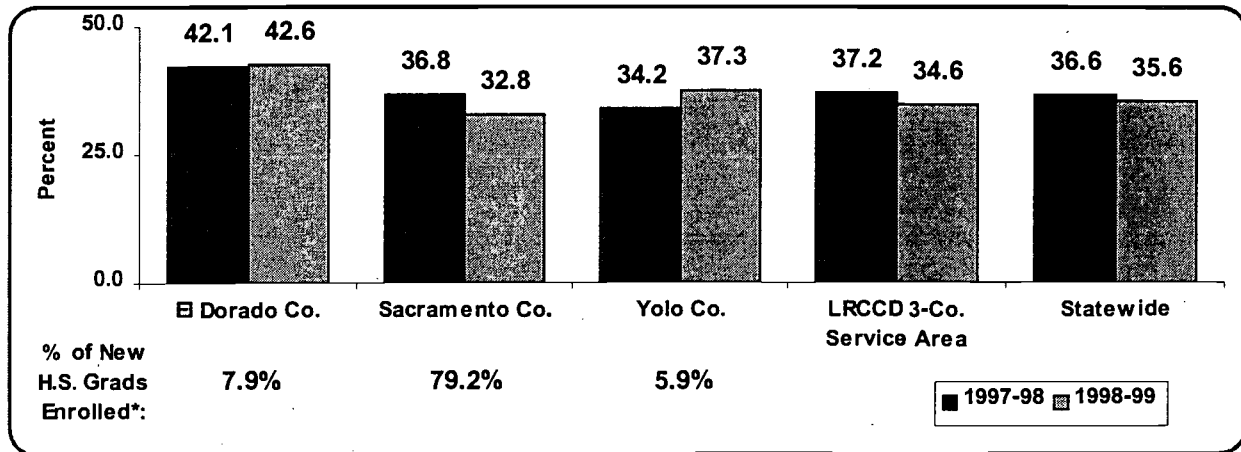
* The 3-County LRCCD Service Area includes El Dorado, Sacramento and Yolo counties.

- * The second indicator is the proportion of students who meet UC and CSU eligibility standards. The proportion of graduates from El Dorado County are higher than proportions statewide, but only 7.9% of the new high school graduates enrolling in Los Rios colleges are from El Dorado County. Although the proportion of Sacramento County graduates meeting eligibility requirements matched the statewide proportion in 1997-98, it slipped for the 1999 graduating class such that only 32.8% did, vs. the state's 35.6%. Sacramento County graduates who enroll at Los Rios colleges make up 79.2% of the new graduates who enroll in LRCCD colleges.

Yolo County saw improvement in the proportion who met UC/CSU eligibility requirements -- from 34.2% of '98 grads to 37.3% of '99 grads.

Chart 5

The Proportion of High School Graduates Meeting UC/CSU Eligibility Requirements: Classes of 1997-98 and 1998-99



* Of the 1999 graduates who enrolled in LRCCD in Fall 1999 and reported their high school's name, approximately 93% are from high schools in the 3-county area served by the District. The remaining 7% are from high schools outside the 3-county service area.

K-12 Performance Trends -- Summary Comments

These data indicate that at least for the near term, some new high school graduates enrolling may be less prepared for college level education than in the past, and many are likely to be less prepared than their counterparts across the nation. Improving student outcomes when increasing numbers of new at risk students are entering our colleges may easily be the biggest challenge facing faculty and staff in the foreseeable future.

Los Rios Colleges Student Enrollment

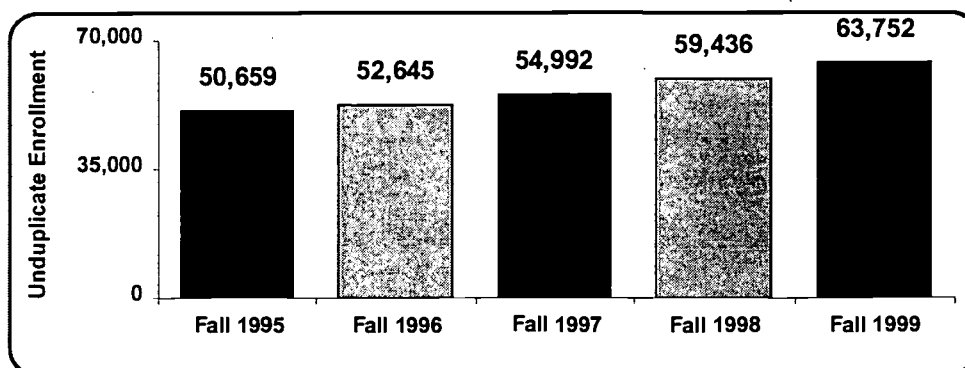
Importance of Understanding Enrollment Patterns

Following the shifts in local population of the Los Rios service area, understanding enrollment patterns is the next step in evaluating how well area residents are being served. How many students in each segment of the adult population are we serving and how is enrollment within these segments changing over time? Understanding the student mix is critical, both in determining whether Los Rios colleges are adequately meeting the needs of local residents and in determining student services that effectively meet the needs of each segment of students. What follows is a brief demographic profile of Los Rios students.

* Chart 6 shows that enrollment in Los Rios colleges has grown steadily each year over the most recent five-year period, for a total of 25.8%. Annual growth was 3.9% in Fall 1996, 4.5% in Fall 1997, 8.1% in Fall 1998 and 7.3% in Fall 1999.

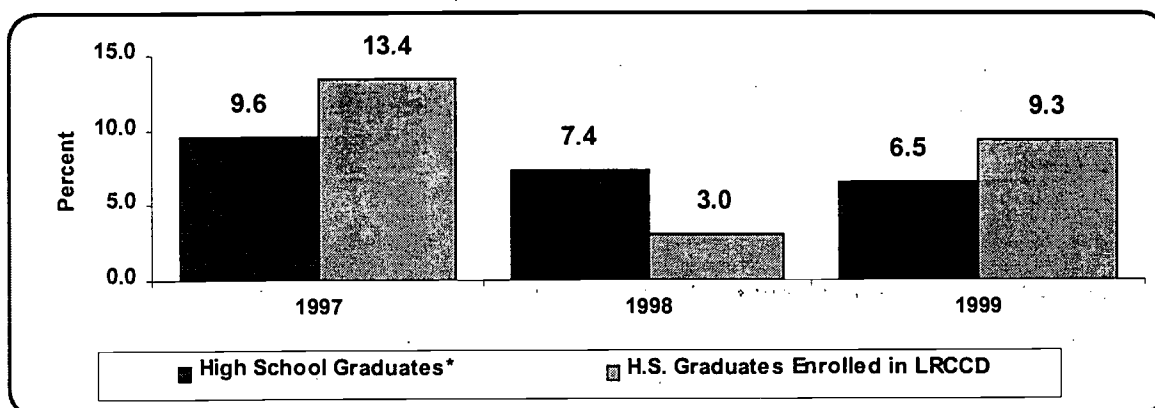
Chart 6

End of Semester Enrollment in LRCCD: Fall 1995 through Fall 1999



- * The annual growth in the number of 1998 graduates of Greater Sacramento high schools that was higher than the rate of growth of those enrolling in Los Rios colleges in Fall 1998 was reversed in 1999, as shown in Chart 7 below. Los Rios colleges saw the greatest annual enrollment growth in 1997, a lower increase in 1998 and then a fairly substantial increase in 1999. By continuing to improve high school graduate recruitment efforts, Los Rios is likely to see increasing numbers of high school graduates enroll each Fall. This is particularly important since the number of graduates is projected to grow substantially over the next several years.

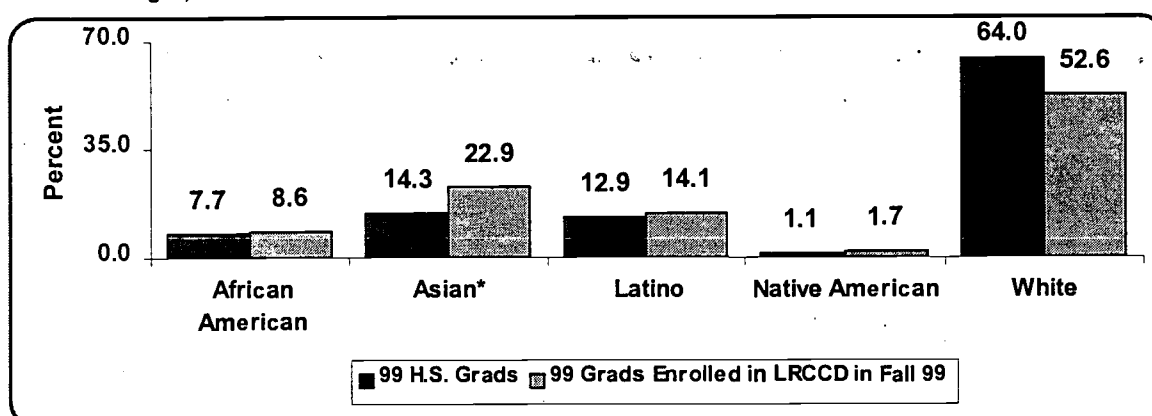
Chart 7
Annual Rate of Increase in Greater Sacramento of the Number of High School Graduates* and Those Who Enrolled in LRCCD the Following Fall Semester



* These rates are slightly lower than the rates published in the High School Participation Report (HSP) because the HSP rates are calculated only for those high schools whose students enroll; rates in this chart are for all high schools of the 4-county area.

- * The ethnic distribution of 1999 high school graduates was similar to the proportions enrolled in Los Rios colleges in Fall 1999, with the exceptions of those of Asian descent and those who are Caucasian. Chart 8 points out that proportionately more Asian students enroll than any other ethnic group (14.3% of graduates were Asian, vs. 22.9% of those enrolled in the Fall), while white students enroll in lower proportions (64.0% of graduates were white vs. only 52.6% of those enrolled in Fall). African Americans, Latino and Native American graduates enrolled in Los Rios colleges in proportions that were almost identical to their proportions within the 1999 graduating class.

Chart 8
Proportions by Ethnicity: 1999 High School Graduates of Greater Sacramento and Those Who Enrolled in LRCCD Colleges, Fall 1999

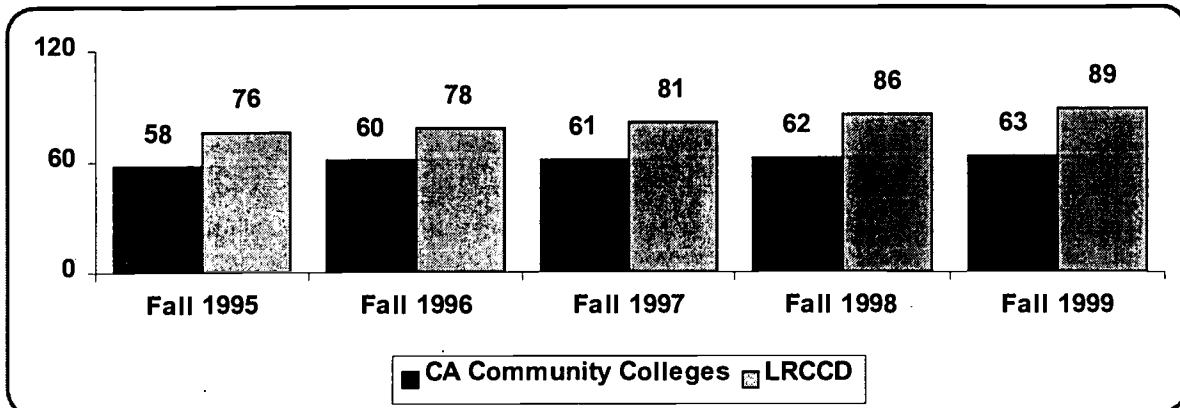


Note: Analysis excludes other/unknown ethnicity.

* Includes Filipinos and Pacific Islanders.

- * Los Rios colleges serve a fairly large number of adults living in Greater Sacramento: enrollment per 1,000 population has increased each of the last four years, particularly in Fall 1998 and Fall 1999 to 86 and 89 per 1,000 adults, respectively. These figures compare to state rates of 62 in Fall 1998 and 63 per 1,000 adults on a statewide basis in Fall 1999.

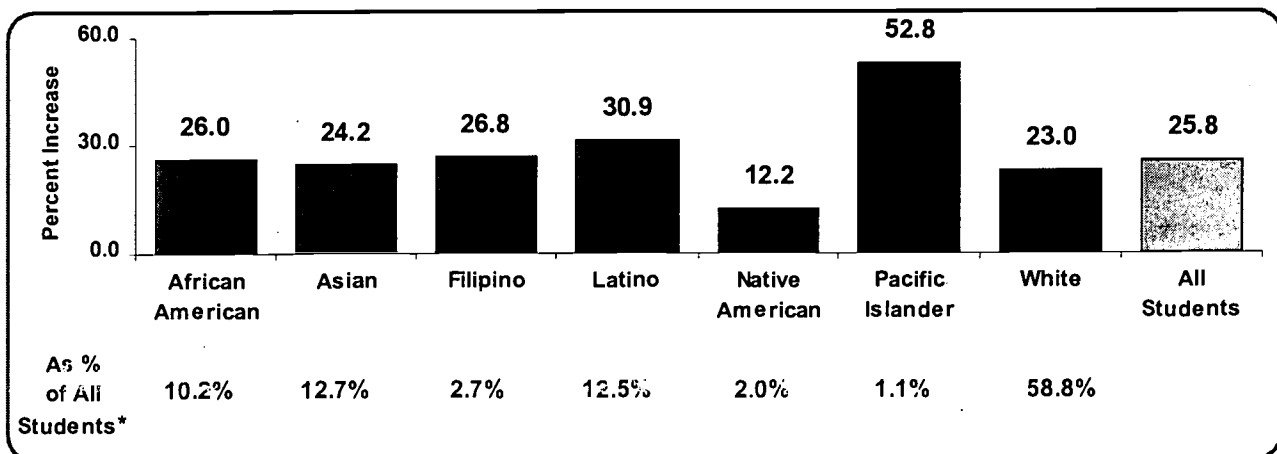
Chart 9
Enrollment per 1,000 of Adult Population* for LRCCD and All CA Community Colleges: Fall 1995 through Fall 1999



* This year's enrollment per 1,000 population differs from previous years because adult population estimates were updated in 1999 by DoF for the State Chancellor's Office.

- * Chart 10 shows that enrollment growth over the last five years has been slightly above average for Latino students and substantially higher for Pacific Islander students. Enrollment growth of white students has been slightly lower than average, although white students remain a high 58.8% of all students. Enrollment growth of Native American students, who make up only 2.0% of all students, has been lower than average, as well. Ethnic minorities made up 41.2% of all students enrolled in Fall 1999.

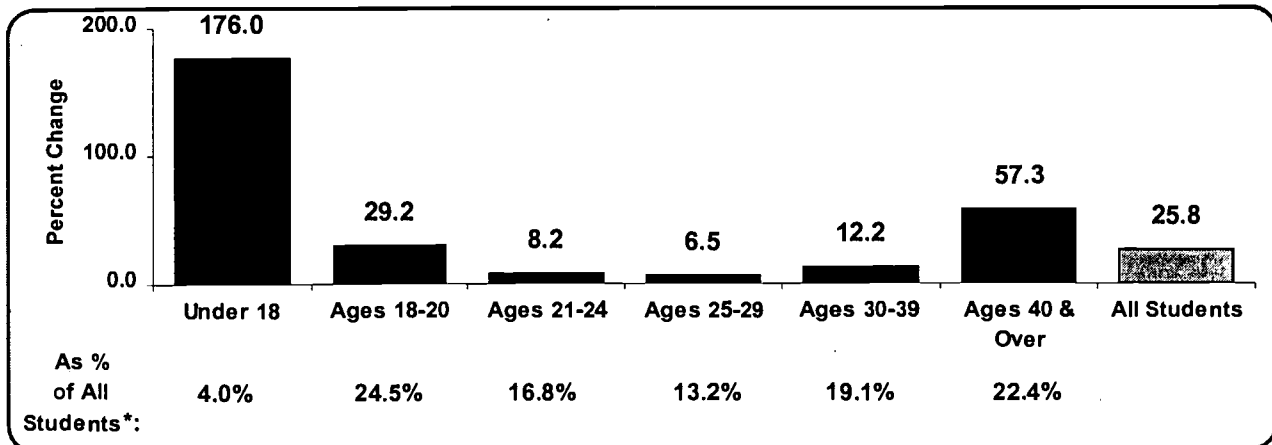
Chart 10
Rate of Change in the Number of Students Enrolled in Los Rios Colleges by Ethnicity: Fall 1995 to Fall 1999



* Indicates each ethnic group as a proportion of all students in Fall 1999; students of other and unknown ethnicity were excluded from analysis.

- * Chart 11 shows that enrollment growth in the district over the last five years continues primarily in three age categories: students under 18 (from 916 to 2,528); students ages 18-20 (from 12,076 to 15,598) and students over 40 (from 9,068 to 14,261). Whereas the students over 40 are primarily those taking a small number of units (an average 4.03 in Fall 1999) and performing well in them, it was the younger students, 18-20 consisting of new high school graduates and those who are slightly older who took the largest number of units (9.79 in Fall 1999). Students ages 18 to 20 and those age 40 and over remain the largest groups by age, at 24.5% and 22.4%, respectively.

Chart 11
Rate of Change in the Number of Students Enrolled in Los Rios Colleges by Age: Fall 1995 to Fall 1999



* Indicates each age group as a proportion of all students in Fall 1999; students whose age is unknown were excluded from the analysis.

Los Rios Colleges Enrollment Patterns -- Summary Comments

Los Rios colleges are back on track in terms of enrolling new high school graduates. Whereas the number of 1999 graduates of Sacramento-Yolo CMSA high schools grew by 6.5% over 1998 levels, the number of these graduates enrolling in Los Rios colleges in the fall semester after graduation grew by 9.3%. Further, more of those enrolling are ethnic minorities; 36.2% of the 1999 graduates were ethnic minorities but 47.4% of new high school graduates enrolling in Los Rios colleges in Fall 1999 were. Other groups that have grown at a higher than average rate from Fall 1995 to Fall 1999 include students of Latino and Pacific Islander origins, students under 18, 18-20 and students age 40 and over. Although new high school graduates are growing at higher than average rates, their growth is lower than that of students 40 and over. As such, average unit load is still on the decline, as older students tend to take a small unit load compared to younger students who are much closer to a full-time status.

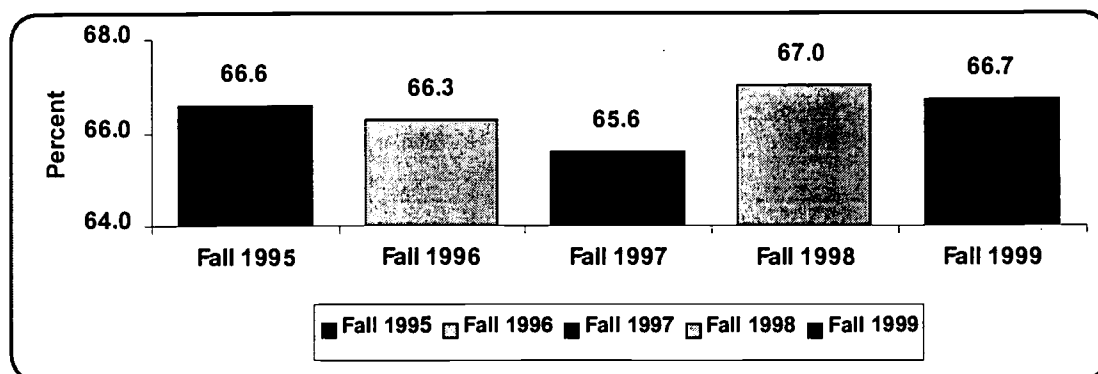
Student Success -- Semester Course Success Rates and Average GPAs

Importance of Understanding Semester Course Success Measures

Course success rates and average GPAs are important short-term gauges used to monitor how well students perform. Success on a semester basis determines whether students will have the ability to persist and complete their programs of study, whether programs consist of a few courses, a certificate or degree program or a transfer program. By monitoring changes in these measures each year, we gain an understanding of which groups struggle and which do not so that support services can be earmarked for those students who most need them.

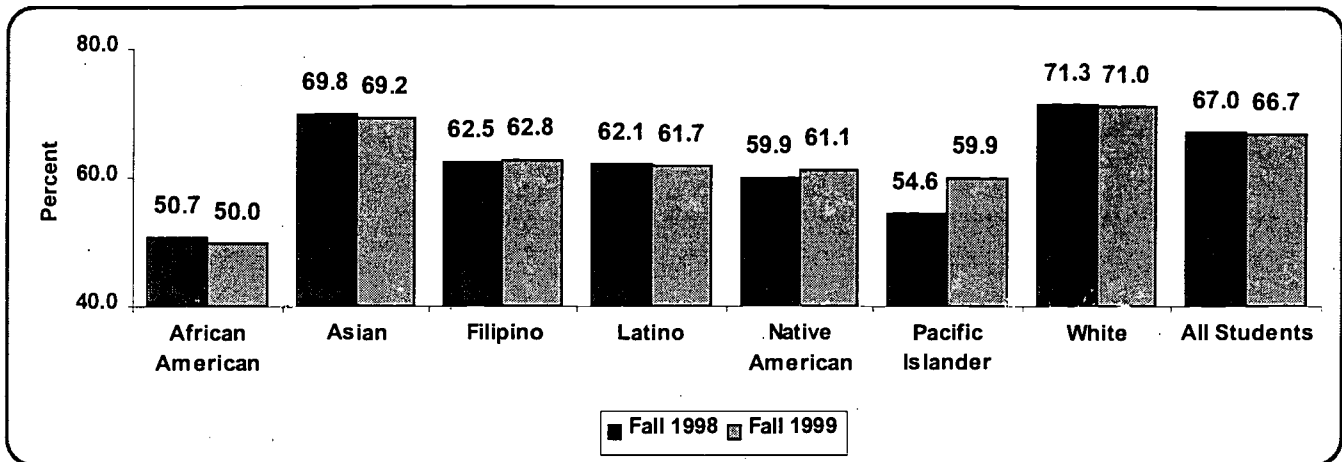
- * Chart 12 shows that the course success rate achieved by all students in Fall 1999 (66.7%) dropped very slightly from the five-year high of 67.0% achieved by students in Fall 1998. Likewise, the average GPA achieved by all students dropped very slightly, from 2.71 in Fall 1998 to 2.69 in Fall 1999.

Chart 12
Course Success Rates of All Students in LRCCD: Fall 1995 through Fall 1999



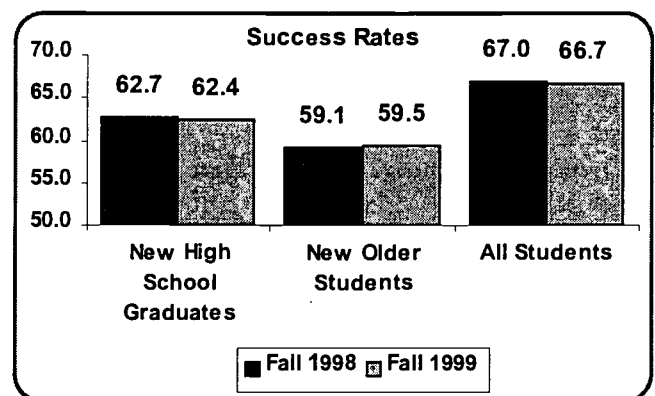
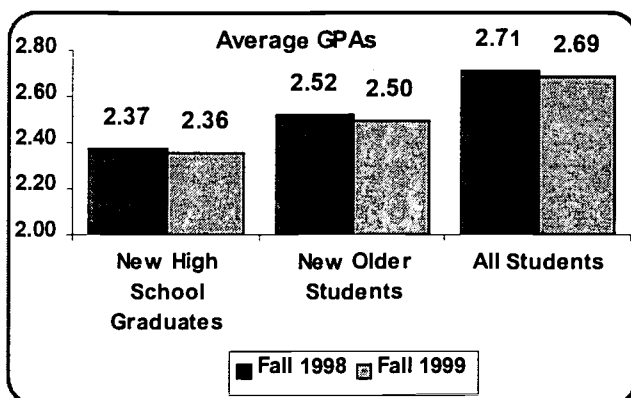
- * The **Partnership for Excellence** goal is to improve success rates to **70.2%** by Academic Year 2005-06.
- * Chart 13 displays course success rates for each ethnic group, also showing a slight decline from Fall 1998 to Fall 1999 for the following groups: African Americans, by 0.7%; Asians by 0.6%; Latinos by 0.4%; and whites by 0.3%. Slight gains were made by Filipino students by 0.3%, and by Native American students by 1.2%. Substantial gains (5.3%) from Fall 1998 to Fall 1999 were posted by Pacific Islanders.

Chart 13
Course Success Rate of All LRCCD Students by Ethnicity: Fall 1998 and Fall 1999



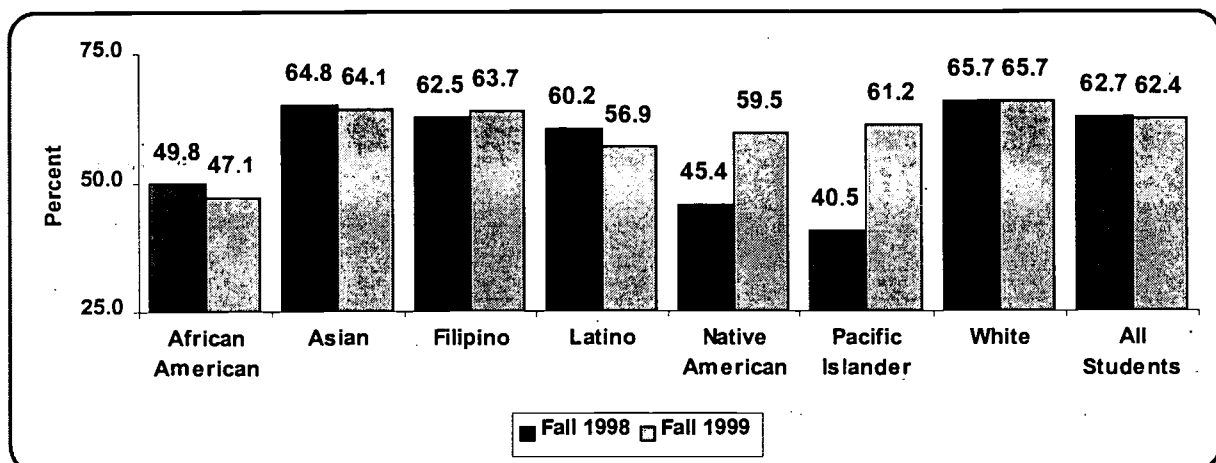
- * Environmental Scan Report Card analyses in previous years has shown that new students are more *At Risk* than the average student. Both course success rates and average GPAs are lower for new high school graduates. Although new older students achieve higher average GPAs than new high school graduates enrolled, their success rates are lower. As shown in Chart 14, course success declined slightly for all new high school graduates who enrolled (as did average GPAs) in Fall 1999 compared to the new high school graduate cohort of 1998. The new older student cohort that enrolled in Fall 1999 earned a success rate that was higher than the new older student cohort one year earlier but a lower average GPA.

Chart 14
Average GPAs and Success Rates of New High School Graduates, New Older Students and All Students: Fall 1998 and Fall 1999



- * Chart 15 displays successful course completion by new high school graduates by ethnicity, indicating that three groups have lower success rates compared to their counterparts one year earlier. These groups include African American students (rates declined by 2.7%), Asian students (rates declined by 0.7%) and Latino students (rates declined by 3.3%). This is the second year in a row that new high school graduates of Asian origin have had lower success rates than graduates a year earlier. Success rates for new high school graduates who are white remained the same, while success rates improved for Filipino students (by 1.2%), Native American students (by 14.1%) and Pacific Islander students (by 20.7%). It is important to note, however, that in the cases of Filipino, Native American and Pacific Islander students, the numbers are small so that increases or decreases in success rates achieved by even small numbers of these students effect the average more disproportionately than is the case for the larger ethnic groups. In all of these cases, the count is under 215.

Chart 15
Course Success Rates of New High School Graduates Enrolled in LRCCD by Ethnicity: Fall 1998 and Fall 1999



Note: It is important to note, however, that in the cases of Filipino, Native American and Pacific Islander students, the numbers are small so that increases or decreases in success rates achieved by even small numbers of these students effect the average more disproportionately than is the case for the larger ethnic groups.

Semester Course Success Rates and Average GPAs -- Summary Comments

Special initiatives to help boost successful course completion rates of *At Risk* students -- Pacific Islander, Filipino, Latino, Native American and African American students -- were put into place beginning Fall 1998 with Partnership for Excellence funds and expanded in Fall 1999. Evaluation of these special programs and subsequent expansion of those initiatives that prove most effective will be important for improving overall student performance. This is particularly important for African American students, a group where less than half of the enrollments in Fall semester courses are successfully completed. It will be important to determine coursework that proves difficult for the students who struggle. Analysis of the program review data generated by college researchers at the program and course level could provide more in-depth information about courses and/or academic disciplines with which students struggle.

Student Success -- Persistence from Fall to Spring

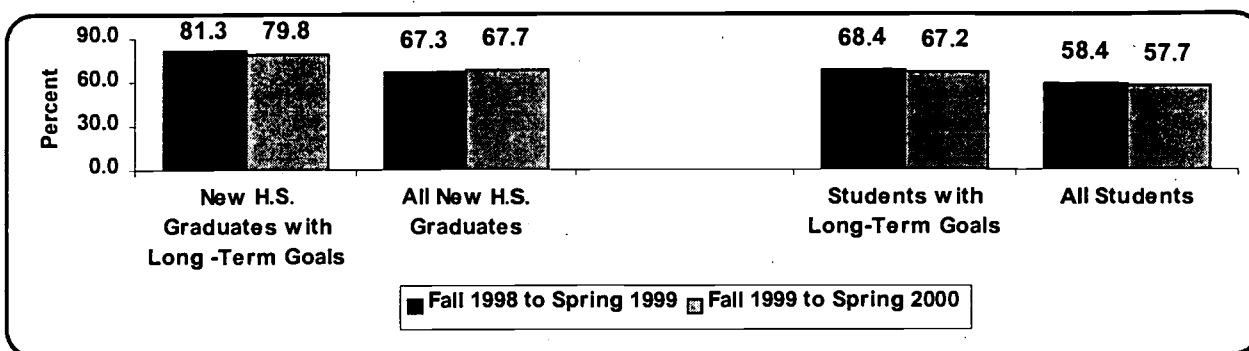
Importance of Understanding the Rates by Which Students Persist from Semester to Semester

Persistence, particularly by students with long-term goals (goals to earn certificates or degrees or to transfer) is an important indicator of student success. Students who wish to complete a degree or certificate or to transfer to a four-year institution of higher education optimize their opportunities to do so by continuing their programs of study from one semester to the next.

- * Chart 16 displays persistence rates for all students and students with long-term goals. It shows that slightly fewer students with long-term goals persisted from Fall 1999 to Spring 2000 than was the case one year earlier. This is the case for all students with long-term goals as well as new high school graduates with long-term goals. Whereas 81.3% of new high school graduates with long-term goals persisted from Fall to Spring during the 1998-99 Academic Year only 79.8% did during the 1999-2000 Academic Year.

Chart 16

Persistence Rates of New High School Graduates and All Students: Fall 1998 to Spring 1999 and Fall 1999 to Spring 2000



Persistence -- Summary Comments

Special initiatives to help boost successful course completion and persistence rates of *At Risk* students -- Pacific Islander, Filipino, Latino, Native American and African American students, particularly those who are new -- were put into place beginning Fall 1998 with Partnership for Excellence funds. These programs were expanded in Fall 1999. Nonetheless, persistence rates declined rather than improved. A focus group with new high school graduates with long-term goals who did not persist from Fall to Spring of last year might assist staff to better understand why persistence rates might be declining.

Student Success -- Degree and Certificate Awards

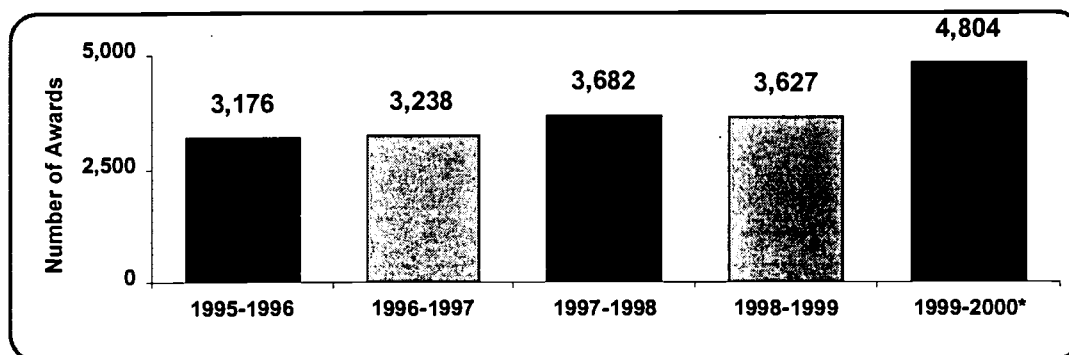
Importance of Understanding Program Completion Culminating with Degrees and Certificates

Most career opportunities as well as potential salary levels are enhanced for those students who continue to persist through their programs of study to earn degrees or certificates. Increasing awards granted to students is an indicator of how successful Los Rios colleges are at assisting those students with either limited levels of higher education or higher education that is unrelated to a changing career goal to improve their opportunities for employment.

- ✱ After three years of gradual annual growth in the number of degrees and certificates awarded to students, the numbers increased by 32.5% in 1999-2000. Preliminary data displayed in Chart 17 shows that 4,804 degrees and certificates were awarded to students in 1999-2000. Awards increased by 51.5% over the five-year period.

Chart 17

Degrees and Certificates Awarded to LRCCD Students: 1995-96 through the 1999-2000 Academic Year

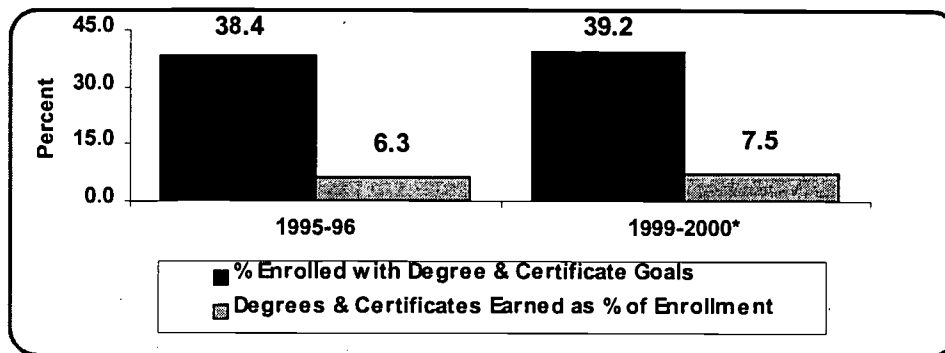


* 1999-2000 awards granted as of 7/26/00. Final data will be available in Fall 2000.

- ✱ The **Partnership for Excellence** goal is to increase the number of degree and certificate awards to 4,571 by Academic Year 2005-06; this goal has already been exceeded.
- ✱ Chart 18 shows that even though 39.2% of the students enrolled in Fall 1999 stated that they have goals to earn degrees or certificates, the number of awards earned were only 7.5% of enrollment. Strong gains in degrees and certificates awarded in 1999-2000 increased this proportion from 6.3% to 7.5%. Los Rios colleges are very similar to community colleges statewide. Analysis of data over a three-year period (1994-95 through

1996-97) shows that even though an average 36.3% of all students enrolled statewide said they had degree and certificate goals, the number of awards earned were only 6.3%. This compares to Los Rios averages of 38.0% and 6.1%, respectively.

Chart 18
Proportions of Enrolled Students with Goals to Earn Degrees and Certificates and of Those Who Earn Them: 1995-96 and 1999-2000



* 1999-2000 awards granted as of 7/26/00. Final data will be available by 9/1/00.

Degree and Certificate Awards -- Summary Comments

Great gains in degree and certificate awards were made from 1998-99 to the 1999-2000 Academic Year, such that Los Rios colleges have already exceeded their Partnership for Excellence goal of 4,571 by 233. It still remains, however, that more than a third of Los Rios colleges' students indicate degree and certificate goals. Special initiatives at each of the colleges to increase degree and certificate awards have proven fruitful this year. Continued efforts will hopefully continue this growth trend into the future.

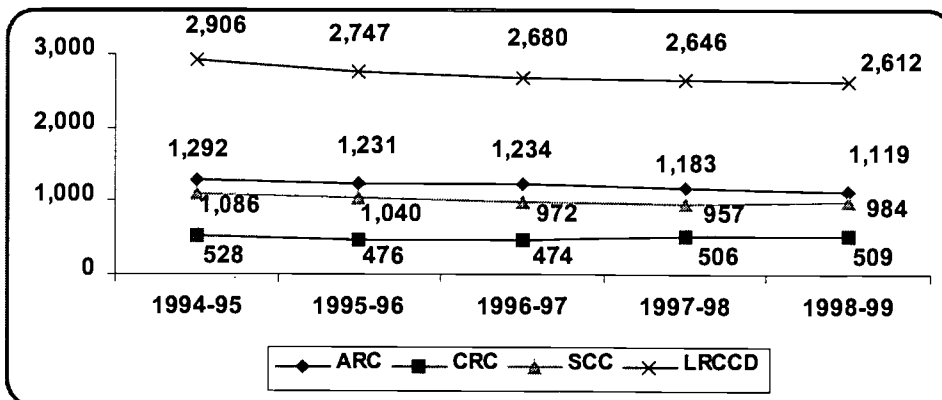
Student Success -- Student Transfer

Importance of Understanding the Student Transfer Picture

A major goal of Los Rios colleges is to provide the first two years of a baccalaureate degree program to residents of Greater Sacramento. Upon completion of a transfer preparation program, students are qualified to transfer to four-year colleges and universities to earn their baccalaureate degrees. Student transfer counts is an indicator of how successful Los Rios colleges are at fulfilling this goal. Recent analysis shows that approximately 82% of all Los Rios students who transfer go to the public universities of California. As such reviewing the transfer picture to CSU and UC is important in understanding how successful we are at student transfer.

* Displayed in Chart 19 is the most recently available student transfer data from the California Postsecondary Education Commission which shows that the number of transfers has declined in 1994-95 from a peak of 2,906 to 2,612 in 1998-99. This represents a decline of 10.1% over the five-year period. Preliminary data for 1999-2000, however, suggest that student transfers to UC and CSU may once again be on the increase.

Chart 19
LRCCD Student Transfers to All Public Universities: 1994-95 through 1998-99



- * The 2,612 transfer students in 1998-99 must increase by 39.2% in order to reach the **Partnership for Excellence** goal of 3,635 by 2005-06.
- * However, LRCCD continues to rank high among districts statewide in the number of transfers to CSU and UC. Chart 20 shows that Los Rios ranks second only to Los Angeles Community College District in transfers to all public universities of California, eighth (down from seventh a year earlier) in transfers to UC and second in transfers to CSU.

Chart 20

Top Ten Community College Districts in Student Transfers to Public Universities of California: 1998-99

To All Public Universities	1998-99	1997-98	% Change	To UC	1998-99	1997-98	% Change	To CSU	1998-99	1997-98	% Change
1 LA	3,696	3,981	-7.2	Santa Monica	632	680	-7.1	LA	3,112	3,386	-8.1
2 Los Rios	2,612	2,646	-1.3	LA	584	595	-1.8	Los Rios	2,215	2,219	-0.2
3 Coast	2,207	2,155	2.4	Foothill DeAnza	582	575	1.2	Coast	1,774	1,679	5.7
4 Foothill DeAnza	2,103	2,082	1.0	Santa Barbara	542	421	28.7	No Orange	1,690	1,557	8.5
5 Contra Costa	1,916	1,915	0.1	Contra Costa	541	519	4.2	Foothill DeAnza	1,521	1,507	0.9
6 No Orange	1,873	1,745	7.3	Coast	433	476	-9.0	Contra Costa	1,375	1,396	-1.5
7 Ventura	1,689	1,500	12.6	Ventura	430	347	23.9	State Center	1,373	1,528	-10.1
8 San Diego	1,516	1,904	-20.4	Los Rios	397	427	-7.0	Ventura	1,259	1,153	9.2
9 State Center	1,465	1,618	-9.5	So Orange	389	362	7.5	San Diego	1,167	1,436	-18.7
10 Santa Monica	1,434	1,409	1.8	San Diego	349	468	-25.4	San Francisco	1,056	996	6.0

Student Transfer -- Summary Comments

Los Rios Community College District, like many community college districts statewide, has experienced steady erosion of transfers to public universities of California. The district faces a real challenge to meet the goal of 3,635 students by the year 2005-06. Partnership for Excellence funds might be effectively used to develop initiatives to turn around this trend of decline to assure the effective transfer of more students to four-year institutions of higher education.

Political Trends**Importance of Monitoring Political Trends**

National, state and local level priorities, in both the policy and funding arena influence direction setting for Los Rios Community College District. Several key political issues of recent likely to impact local policy include the following:

- * **Accountability** -- Accountability remains a top priority, particularly at the state level. Special funding to community colleges to insure that students are being well prepared academically to meet employment challenges and academic challenges upon transfer to four-year institutions of higher education has been continued through the Partnership for Excellence program (PFE), with challenging performance goals to be met by 2005-06.
- * **Accreditation** -- Accountability challenges related to PFE are requiring more comprehensive monitoring of student outcomes data related to special initiatives developed to improve student performance. New accreditation standards are requiring the district to evaluate student outcomes beyond the institutional level down to the program level. The year 2003 marks the first time that the three Los Rios colleges will undergo the re-accreditation process at the same time and Folsom Lake Center will undergo its first college level accreditation process, as its status changes from center to college. These challenges will require a coordinated research and evaluation effort across the district that must begin now.
- * **Enrollment Growth and Facilities Planning** -- Projections suggest that California community colleges will face a rapidly growing student population and Los Rios Community College District is projected to be among those with the fastest growth. Accommodating substantial enrollment growth annually over the next several years is providing a major facilities planning challenge for the district.
- * **Local Population Growth and Environmental Concerns** -- Related to the issue of planning for enrollment growth in the district is the local concern for transportation and air pollution problems that are facing

consideration within the broader economic development community of Greater Sacramento Area. Facilities planning is more likely to involve partnerships with local area economic development entities.

- * **Distance Learning** -- With the expansion of on-line learning opportunities for students, issues about copyright infringement, adequacy of technical infrastructure and evaluation of learning are becoming major pieces of the accountability concerns for this new mode of student learning. Evaluation of distance learning programs is becoming an important priority for all institutions of higher education.
- * **Part-time Faculty** -- Issues related to part-time faculty include concern about pay equity as it relates to full-time faculty compensation as well as high growth in the number of part-time faculty teaching community college courses statewide (increase from 40% to 47% of all faculty from 1995 and 1999). Both were major concerns raised by a July 2000 study of eight community college districts by the State Auditor's office. These issues could have long-term implications related to funding and resource allocation at the district and college level.

Political Trends -- Summary Comments

These six political trends are likely to have an important influence on setting the policy agenda for the district for the upcoming year and beyond. All have important implications for budget planning, program planning, research, evaluation and communication across the district and with the large community of which it is an integral part.

This executive summary of key issues for planning from the External Scan 2000 -- An Environmental Scan of Greater Sacramento and from the Internal Scan 2000 -- The Environmental Scan Report Card was written by Judith Beachler, Director, Office of Institutional Research, Los Rios Community College District. It is based on data generated and analyzed by the LRCCD research staff -- Judith Beachler, Betty Glycer-Culver, Research Analyst and Minh La, Information Technology Analyst II. Research staff members gratefully acknowledge the work of IR Secretary, Chue Lo in assisting with editing as well as supervising the production, organization and distribution of this summary and the research and data tables that are related to it.

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September 2000

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